

Springboard Collaborative and the Common Core

The Common Core State Standards for English Language Arts reflect the knowledge and skills that all students need for success in college and careers. Springboard believes in a balanced literacy approach to reading. This means that students will be encouraged to look at texts in a variety of settings and through various lenses with varying degrees of support from the teacher. The different components include Interactive Read Aloud, Shared Text, Guided Reading, Writing Workshop, and Word Work (or phonics). Learning to read and reading to learn more can only be fully grasped if children are able to accurately read rich text, summarize, critique and analyze that text, and then make inferences, synthesize, and make connections. Practicing these actions through various approaches to literature will help students reach these goals and master these standards.

The following has been taken directly from the Common Core website:

To build a foundation for college and career readiness, students must read widely and deeply from among a **broad range of high-quality, increasingly challenging literary and informational texts**. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as **familiarity with various text structures** and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the **curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades**. Students also acquire the **habits of reading independently and closely**, which are essential to their future success.

CCSS Anchor Standards for Reading	Springboard Curriculum as a solution
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (<i>Key Ideas and Details</i>)	<p>Guided Reading asks students to read and re-read texts slightly above their independent reading level.</p> <p>In Guided Reading lessons, students are asked to “prove their thinking” and show the group where they found their answer/reasoning in the text/book.</p> <p>Springboard curriculum includes Shared Text which requires students to cite specific text evidence together as a group when reading grade level text.</p> <p>Through careful analyzing of word study and decoding, students will pay close attention to how words work and how they relate to meaning. This focus to minor details will lay the groundwork for careful analyzing of sentence, structure, and syntax as text difficulty increases.</p>

<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>(Key Ideas and Details)</i></p>	<p>Springboard’s Guided Reading template requires teachers to write out central ideas or themes of the texts they are planning.</p> <p>The “After Reading” part of Guided Reading requires students to cite and sequentially retell key details and ideas.</p> <p>During Interactive Read Alouds, teachers model their thinking to the students who learn to analyze text in a similar way.</p> <p>Shared Text allows students to share and prove their thinking with the support of their peers to explore and evaluate each other’s responses.</p>
<p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <i>(Key Ideas and Details)</i></p>	<p>Guided Reading allows students to think, read, and discuss in small groups and revisit texts over several days. This enables students to make connections and develop ideas in a stronger way along with the help of a teacher and peers.</p> <p>In Springboard’s Memoir Writing Unit, students are encouraged to practice this skill as well; thinking of themselves as individuals going through events and interacting over the course of their own text.</p>
<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>(Craft and Structure)</i></p>	<p>In both Guided Reading and our word work/phonics component, students are asked to practice fluent and automatic reading so that they can spend their cognitive processing on determining meaning or tone.</p> <p>In Shared Text, students and teacher read in unison or take turns reading sections of the text which allows continual and diverse exposure to meaningful phrasing, fluency, intonation, and prosody.</p>
<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <i>(Craft and Structure)</i></p>	<p>During Shared Text, students are asked to analyze the structure of texts (including a variety of genres) in a whole class setting with a range of ideas from the entire class.</p> <p>In small groups during Guided Reading, students are taken through this process in a guided and supported way (teachers scaffolding and peer modeling) with a smaller number of students and a text specific to their instructional level.</p>
<p>Assess how point of view or purpose shapes the content and style of a text. <i>(Craft and Structure)</i></p>	<p>During Guided Reading, students are prepared to look for point of view and purpose during the “before reading” part of the lesson. In small groups, teachers are able to set students up with a supportive frame of lens which carefully guides them through a text with this frame of mind which allows them to assess how this shapes the content and style of this text.</p>

	<p>When writing memoirs, students are taught to think through their own point of view and purpose of writing which allows them to see the how this shapes their content and style in a different way.</p>
<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <i>(Integration of Knowledge and Ideas)</i></p>	<p>With a wide selection of diverse books, students have access to content knowledge and life events happening around the world.</p> <p>Many strategies taught in Guided Reading asks students to pay close attention to visual clues (illustrations, key features in nonfiction texts, etc.) which allows them to gain more information and increase their independent reading.</p>
<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. <i>(Integration of Knowledge and Ideas)</i></p>	<p>Interactive Read Aloud allows students to hear this higher order of thinking modeled for them throughout the text. Students are then given multiple at-bats to practice this on their own and with a peer</p> <p>In Guided Reading, students are always asked to compare and contrast from the very beginning levels so that they are prepared to do this heavy lifting with big ideas as they progress through levels.</p>
<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <i>(Integration of Knowledge and Ideas)</i></p>	<p>Starting with emergent reading levels (pre-reading), we ask students to compare ideas, events, topics, and characters in life, within books, books and the world, and topics across books. This is a continual teaching point in Guided Reading since the group is reading and being exposed to similar books and ideas and can be guided by the teacher.</p>
<p>Read and comprehend complex literary and informational texts independently and proficiently. <i>(Range of Reading and Level of Text Complexity)</i></p>	<p>Guided Reading is designed to help all students read increasingly complex text.</p> <p>The range of books in Springboard’s Guided Reading Library collection meets or exceeds CCSS recommendations.</p> <p>Each book in the library has been carefully leveled by American Reading Company using a qualitative measure system factoring in reader variables such as vocabulary, language complexity, length of text, and theme.</p>



A note about the standards

These standards are achieved as the student has learned to read at their grade level. These standards cannot be reached if the student does not have a strong foundational knowledge of decoding, word solving, and independent strategy use in texts. These skills are taught with extreme rigor in grades Kindergarten through third grade so that children can achieve these standards and be college and career ready. It is imperative that children do not fall behind in these early years so they can all have an equal opportunity to fulfill these Common Core State Standards.

The standards above are also READING anchor standards only. Many of the standards that greatly influence reading ability have not been mentioned above but include the Anchor Standards for Language, Writing, and Speaking and Listening. These impact reading growth and are weaved in through both Guided Reading and Springboard's curriculum as well.